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AUTHOR Geigle, Erwin K.
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ABSTRACT

This final report describes a project to develop a funding process for the distribution of Federal Vocational Education dollars to eligible recipients as dictated by P. L. 94-482. An introductory section considers project background and rationale for a revised system. Section 2 discusses procedures used in the development of a funding process to distribute federal special needs set-aside funds to Minnesota Area Vocational-Technical Institutes. Minimum special needs support services are the topic of section 3. Section 4 provides discussion of procedures used in the preparation of proposals for special needs set-aside funds. Twelve recommendations are made in section 5 for consideration by the Division of Vocational-Technical Education for its short- and long-term planning. Section 6 provides exhibits associated with discussions in section 2-5, including state criteria, Model Guidelines for Annual Application, sample budget/financial reports, and sample special needs analytical profile. The final section, Federal Funding, provides a compilation of the proposed system, including diagrams, steps, timelines, and criteria describing procedures used in the distribution of federal funds. (YLB)

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FINAL REPORT

A FUNDING PROCESS TO DISTRIBUTE FEDERAL VOCATIONAL EDUCATION DOLLARS TO MINNESOTA AREA VOCATIONAL-TECHNICAL INSTITUTES FOR AUGMENTING THE EDUCATION OF SPECIAL NEEDS STUDENTS

Submitted To:

Dr. Jerome Moss, Jr., Chairperson
Department of Vocational and
Technical Education
College of Education
University of Minnesota
145 Peik Hall
159 Pillsbury Drive S.E.
Minneapolis, Minnesota 55455

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SEPTEMBER, 1981

Prepared By:

Erwin K. Geigle, Ph.D.
Professional Consultant
33960 Fillmore Street, N.E.
Bethel, Minnesota 55005
(612) 434-6341

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A Funding Process to Distribute Federal Vocational Education Dollars to Minnesota Area Vocational-Technical Institutes for Augmenting the Education of Special Needs Students

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1.0 INTRODUCTION AND BACKGROUND

This Final Report has been prepared pursuant to the conduct of a Project to Develop a Funding Process to Distribute Federal Vocational Education Dollars to Minnesota Area Vocational-Technical Institutes for Augmenting the Education of Special Needs Students. This introductory section includes the following sub-sections: (1.1) Project Background; (1.2) Rationale for Revised System; and (1.3) Final Report Overview.

1.1 Project Background

Section 106(a)(4) and (5) of the Vocational Education Act of 1963 was amended by Title II of Public Law 94-482 (the Education Amendments of 1976), legislation which requires each state to distribute federal vocational education funds to eligible recipients on the basis of annual applications. The approval of such applications is given priority according to certain statutory criteria. Likewise, the distribution of funds to approved applicants is also dependent upon statutory criteria. Two major criteria for approving applications are stated in the law:

1) *Economically depressed areas and areas with high rates of unemployment which are unable to provide the resources necessary to meet the vocational education needs without Federal assistance; and*
2) *Programs new to the area which are designed to meet new and emerging manpower needs and job opportunities in the area (and, where relevant, in the state and Nation).*

Public Law 94-482 provided for set-aside funds to augment the education

of special needs vocational-technical education students. The basic intent of these federal monies was to provide remedial and/or additional education so that students pursuing vocational-technical education programs could successfully complete their occupational training.

Academically and/or socio-economically disadvantaged students may need a variety of educational services in addition to the regular instructional program in order to acquire the minimum skills and knowledge necessary to become employed at the job-entry level. A portion of the federal set-aside dollars was specifically targeted at these special needs students.

The purpose of the project has been to develop a funding process for the distribution of these Federal Vocational Education dollars to eligible recipients in keeping with the letter and intent of P.L. 94-482. The final goal of the project was to devise and field test a process to distribute federal special needs set-aside funds to Minnesota Area Vocational-Technical Institutes.

An Ad Hoc Special Needs Advisory Committee was established to serve in an advisory capacity to the project consultant. Members of the Advisory Committee represented post-secondary special needs practitioners and directors. (See Exhibit 6.1, filed supplemental to this report for a roster of the Advisory Committee.) Major responsibilities of the Advisory Committee included:

. Review of specific project objectives;

. Review of project design;

. Review of and contribution to project data collection, analysis and reporting activities; and

. Review of Project recommendations and suggested alternatives.

A variety of documents were reviewed directly pertaining to the distribution of Federal Vocational Education funds to eligible recipients. Some

documents were vaguely relevant to the issues in that concerns were raised which dealt with "what should be" in P.L. 94-482 or why states should not follow the Federal law. In general, however, the review of documents provided an excellent frame of reference in dealing with Federal fund distribution in the State of Minnesota.

The most pertinent documents are listed below with a brief statement or two depicting the intent/summary of each document. The documents are not listed in any specific order--they are as follows:

1) Federal Register, Vol. 42, No. 191 - Monday, October 3, 1977. This document contains the rules and regulations to implement the Vocational Education Act of 1963 as revised by the Educational Amendments of 1976 (P.L. 94-482). A rendition is provided for every aspect of the Amendments including fiscal requirements, state evaluation, basic grant, program improvement and supportive services, special programs for the disadvantaged, and consumer and homemaking. In addition, these final regulations have been revised to incorporate the Technical Amendments of 1977 or Public Law 95-40.
2) "Minnesota State Plan for Vocational Education" (Annual Program Plan for Fiscal Year 1981). The "State Plan" delineates the provisions for Federal requirements and specifies to a high degree the distribution of Federal funds to eligible recipients.
3) "Resource Allocation" by Conserva, Inc. (pp. 95-110). The total process of Federal fund distribution was analyzed by a private contractor and contrasted to current educational finance theory.
4) "Proposal Application for Adult Consumer and Homemaking: Memorandum for Agreement FY 81". The Adult Section of the Minnesota Vocational-

Technical Education Division has published a format for applying for Federal funds under Section 150.

5) "Special Needs Programs Overview". The Support Services Section of the Minnesota Vocational-Technical Education Division has developed a draft document 19 pages in length which indicates the intent and operational parameters of Special Needs Program in Minnesota.

6) Program Memorandum--BOAE/DSVPO--FY 80-6. The final amounts of monies made available by Congress for FY 81 are shown for each state.

7) Program Memorandum--BOAE/DSVPO--FY 80-1. This document is a draft copy of a Proposed Policy Manual for distributing Federal vocational funds to eligible recipients within a state. It includes such areas as criteria to evaluate a distribution formula as well as a model formulae.

8) Policy Memorandum--BOAE/DSVPO--FY 79-3. The eligibility and funding of cooperative vocational education programs under P.L. 94-482 are discussed and the interface regarding LEA vs. OER designations is provided.

9) Policy Memorandum--BOAE/DSVPO--FY 79-8. The funding for "support services" under subpart 4 (disadvantaged) was approved.

10) Policy Memorandum--BOAE/DSVPO--FY 79-14. This memorandum clarifies policy regarding the mutual exclusiveness of the set-asides.

11) "Does the Federal Vocational Education Legal Framework Hinder the Delivery of Programs for Special Needs Populations?" by Michael Brustein of Brustein and Manasevit, Attorneys at Law, September, 1980. This 30-page paper concludes that since considerable confusion has existed over the issue of excess costs, the special needs populations may very well have been deprived of badly-needed vocational

opportunities.

12) "Development of Distribution Formulas for Federal Vocational Education Funds" by Nagi Salem and William Ammentorp. The paper specifies a number of factors or indicators which could be used in the development of formulas for the distribution of federal vocational education funds.

13) "Report on Audit of the Vocational Education Program, Department of Education, State of Minnesota, St. Paul, Minnesota: Audit Control No. 05-19568". The audit was for the period of July 1, 1977 through June 30, 1978. Four areas were noted for improvement: 1) Distribution of Basic Grant Funds, 2) Special Needs, 3) Work-Study Program, and 4) Assessment Projects for Students Leaving High School.

14) "Survey of Funding Practices of Handicapped and Disadvantaged Services in Vocational Education: A Summary Report", August 15, 1980. The title of this document states its content; several summarized funding practice examples are provided.

15) Program Memorandum--OVAE/DSVE--FY 81--(Draft Copy). This document contains a proposed "Information Manual for Federal Vocational Education Fund Distribution Procedures" which is designed to be published in the Federal Register sometime in 1981.

16) State Plans for Vocational Education. Seven state plans were reviewed relevant to federal fund distribution practices: Florida, Illinois, Indiana, Kansas, Minnesota, Ohio and Utah.

1.2 Rationale for Revised System

The operational procedures practiced by the Minnesota Vocational-Technical Division to distribute Federal vocational funds were reviewed. In general,

the procedures were adequate and in compliance with Federal law (P.L. 94-482). However, several items were identified which suggest that the practice of vocational Federal fund distribution could be improved in the State of Minnesota. For example, the application process per se was not strictly observed in distributing special needs set-asides. Other examples related to 1) specification of handicapped and disadvantaged funds prior to distribution/utilization, 2) allocation of Federal funds to eligible recipients not necessarily based upon economic, social, and program need conditions, 3) Federal funds not always being used for maintenance, improvement, and development of programs.

In essence, past operational procedures for fund distribution indicated practices which required review and revision in four areas: local applications, specification of set-aside monies, supplanting of state funds with Federal funds, and criteria for allocating funds to eligible recipients. This was not to suggest that Minnesota was out of compliance with Federal regulations but to indicate that the process of vocational Federal fund distribution could be improved.

The differences between the intent of the Federal Law and past procedures led the Project Consultant, advised by the Advisory Committee, in the direction of the development of a rationale for a new system and/or some modification of past practices. Thus, a new system which utilizes some of the components of past practices has been developed in the course of this project. A number of guidelines have been utilized in this development, including:

. Definitions of Other Eligible Recipinets (OERs) and Local Education Agencies (LEAs), as the post-secondary and secondary, respectively, types of eligible recipients;

. A recognition that the state's post-secondary vocational-technical

system exists as a state system of Area Vocational-Technical Institutes (AVTIs) which are virtually state-funded (i.e., with minimal local tax bases involved);

- A recognition of the program approval processes which exist for vocational-technical education in Minnesota.
- A recognition of student-oriented criteria utilized in funding AVTIs.
- A recognition that institutional (OER) annual applications are required per se;
- A need for more appropriate fund allocation criteria which correspond to OERs (post-secondary) applicants; and
- The need for the AVTIs (OERs) to be made more aware of the amount and purpose of Federal dollar distribution as well as to know how and why Federal dollars are allocated.

1.3 Final Report Overview

The remaining sections of this Final Report discuss in detail aspects of Federal Funding distribution and application procedures, as follows:

- (2.0) Project Procedures
- (3.0) Minimum Special Needs Support Services
- (4.0) Procedures: Request for Proposals
- (5.0) Recommendations for Short- and Long-Term Planning.

Section 6.0 provides a number of Exhibits, filed supplemental to this Final Report, which are associated with the discussions in Sections 2.0 - 5.0. A final section (7.0) is titled "Federal Funding" and provides a compilation of the newly proposed system.

2.0 PROJECT PROCEDURES

This section of the Final Report discusses the procedures utilized in the development of a funding process to distribute federal special needs set-aside funds to Minnesota Area Vocational-Technical Institutes. Three sub-sections are included as follows: (2.1) Criteria Delineation/Data Sources; (2.2) Formula Development; and (2.3) Funding Application Development.

2.1 Criteria Delineation/Data Sources

This sub-section serves to discuss the Data Sources (2.1.1), the Data Base Rationale (2.1.2), and the Criteria Delineation (2.1.3).

2.1.1 Data Sources

In order to determine the ultimate data source requirements, preliminary sets of criteria were developed. Based upon the preliminary criteria the following agencies were contacted to ascertain the availability of the accompanying information:

- Minnesota Department of Economic Security (annual average unemployment rate, employed, unemployed, and labor force statistics by county for 1980).
- Minnesota State Department of Education, Vocational-Technical Division (students receiving financial aids by post-secondary institution, numbers of handicapped, disadvantaged, and LEP students by post-secondary institution, student dropout rate by post-secondary institution, average age of program completers by post-secondary institution, number of part-time students by post-secondary institution, and average daily memberships by post-secondary institution).

2.1.2 Data Base Rationale

Choosing factors as indicators of the federally-required and state-selected criteria was integrally related to certain characteristics of the data base. Data bases were chosen that provided current data which are

regularly updated, and where possible, centrally reported to ensure accessibility and consistency for the entire state.

For post-secondary institutions, i.e. the Area Vocational-Technical Institutes, primary service areas have not been defined in Minnesota. Consequently, for purposes of approximating a primary service area, Economic Development Regions (EDRs) were utilized and economic conditions were determined by aggregating county data for each EDR.

Finally, the determination of a data base was influenced by the implications of the federally required criteria. The basic common denominator for data/information purposes for OERs (post-secondary institutions) is the student.

2.1.3 Criteria Delineation

Federal requirements are very specific regarding certain criteria that must be included in a State Plan for the distribution of Federal Funds. The following is quoted from the Federal Register, Vol. 42, No. 191, Monday, October 3, 1977:

> *To be eligible to receive funds, a State must maintain on file with the Commissioner a general application containing twelve assurances covering a broad range of administrative and fiscal matters (§104.141). This application includes the assurance that the State will give priority in distributing funds to (1) economically depressed areas and areas with high unemployment rates which are unable to meet the vocational needs of these areas without Federal assistance, and to (2) programs which are new to the areas to be served and which meet new and emerging manpower needs. The State must also use as the two most important factors in distributing funds to local educational agencies (1) the relative financial ability to provide needed services and (2) the relative concentration of low-income populations within*

such agencies. In the case of other eligible recipients, the state must use, as the two most important factors, the recipient's relative financial ability to provide needed services and the relative concentration of students it serves who impose higher than average costs (e.g. handicapped, disadvantaged, those with limited English-speaking ability).

In addition to the required criteria, the State is allowed to include optional criteria that are social, economic or demographic in nature. Exhibit 6.2 provides a complete list of all additional (optional) State criteria that were considered.

Based upon a preliminary assessment of the data available, the Project Consultant presented the following criteria and associated indicators to the Advisory Committee:

Post-Secondary:

Priority: Federal

Economically Depressed Areas

. High Unemployment Rate

. Inability to Provide Resources
(State system, therefore inoperative)

New Programs

. New Program Cost

. Number of New Programs

Allocation: Federal

Students with Higher than Average Costs

. Proportion of handicapped, disadvantaged and LEP students

Institutions Relative Ability to Provide Resources
(State system, therefore inoperative).

Allocation: State

Students Receiving Financial Aid

Student Dropout Rate

Average Age of Students

Non-Served Student Groups

Part-time Students

Further evaluation of the quality and reliability of data available necessitated the elimination of the following State Allocation criterion:

Post-Secondary
Students Receiving Financial Aid

Upon establishment of a final set of criteria, the criteria were weighted according to a policy determination. Federal mandate requires that greatest weight be given to the factors listed under Allocation: Federal. In addition, those factors included in Priority: Federal must receive more weight (combined) than any single State criterion.

2.2 Formula Development

The formula was developed according to the following specifications:

1) Meets the letter and intent of P.L. 94-482, including relevant rules, regulations and policy memoranda;
2) Be demonstrated to be functional for the various instances of its implementation; and
3) Be developed to support program purposes.

The formula developed is as follows:

Post-Secondary:

Weighted Raw Points = 2(Economically Depressed Areas) + [New Programs (1) + New Programs (2)] + 6 (Higher Cost Students) + Student Dropout Rate + Average Student Age + 2(Non-Served Students) + Part-time Students.

Weighted Raw Points must be calculated for each institution and then the percent of the weighted raw points awarded to the entire system is determined for each institution. Next the number of handicapped and disadvantaged students for each institution must be established and the percent of the total number of handicapped and disadvantaged students in the system must be calculated for each institution. The average (mean) of these percents is calculated and

applied to the funds available for special needs set-asides. This formula has the following advantages:

1) While weightings assigned to factors are arbitrary, the Students with Higher than Average Costs (as a factor) carries more weight than any other factor.

2) The distribution gives equal weight to the criteria component and the student component which allows funds to gravitate to institutions where the students are located.

3) The formula creates a linear relationship between need (as demonstrated by the criteria) and the student population.

4) The formula can be adapted for distribution of funds for all Sections (120, 140, 150) by substituting the proportion of the total special population in each institution.

The following is offered as an illustration of its application:

Base Information:

Total Handicapped and Disadvantaged (H & D) Students in the System:	8,125
Total Points Awarded in System:	2,641
Total Funds Available for System:	$1,804,200

Least Needy School:

H & D Students = 242 or 2.98% of system total

Points = 40 or 1.51% of system total

Mean Percentage = 2.245%

Funds Allocated = $44,203

Most Needy School:

H & D Students = 242 or 2.98% of system total

Points = 140 or 5.30% of system total

Mean Percentage = 4.1%

Funds Allocated = $74,694

Average Needy School:

H & D Students = 242 or 2.98% of system total

Points = 90 or 3.41% of system total

Mean Percentage = 3.195%

Funds Allocated = $57,644

Note: Handicapped and Disadvantaged numbers are kept constant while the criteria points vary from 40 to 140 points which creates a difference of $30,491 ($74,694 minus $44,203) between the most needy school and the least needy school assuming the same size student population at each school.

2.3 Funding Application Development

The development of the Formula, discussed above, was followed by the development of a funding application/distribution system. Both the Advisory Committee and personnel in the Federal Establishment were consulted as part of this process. The Advisory Committee expressed a number of concerns/issues related to funding application/distribution system procedures. These are summarized as follows:

Overall Concerns

- The process should be as simple as possible;
- Data utilized must be current, reliable and valid;
- OERs must participate in communications relating to the process, the dollar availability, and the intent of the process;
- Adherence to the Letter of the Law (both intent and definitions) is necessary;
- Delineation/definition of "current services levels" vs. "could or should service levels" is important;
- An intermediate district might be considered both an LEA and OER;
- The scope of all variables must be defined/delineated (e.g., region, secondary/post-secondary levels, etc.);

. AVTIs should be demonstrated as OERs, with a rationale to be developed for the inoperability of ability to pay.

Application/Proposal

. The application must request (objective) data and information;

. The application will require some narrative to describe process, but should request short descriptions;

. Data sources and population descriptions should be tailored to each of the appropriate sections of P.L. 94-482.

. Application review processes (including reviewers) should be defined;

. The application process should be capable of being adaptable to automated data processing, with machine-readable formats;

. Definitions of new programs and maintenance of programs in a subsequent year need to be specified.

The concerns and issues summarized above were considered by the Project Consultant in the design of the funding application/distribution system.

Model guidelines for annual application have been developed as a project product, and this documentation is filed supplemental to this Final Report, as Exhibit 6.3, following. Included are such annual application items as base information, introduction, assurances, non-served student group(s) and Sections 120, 130, 140 and 150. In addition to providing guidelines for annual application for each Section (i.e. 120, 130, 140 and 150) of the Federal Funds for Vocational Education, this comprehensive application also makes provision for application from Local Education Agencies (LEAs) as well as Other Eligible Recipients (OERs). The model guidelines thus serve as a Division-wide document.

3.0 MINIMUM SPECIAL NEEDS SUPPORT SERVICES

This section provides discussions of Background/Considerations (3.1), Procedures (3.2), and the Special Needs Service Matrix (3.3).

3.1 Background/Considerations

A most important underlying component of the "funding process" is that which is to be funded--the services provided to special needs students. In attempting to identify the special needs services, three important issues (or considerations) have to be addressed. The first consideration of what "should be" versus "what is viable" within the economic constraints of local, state, and federal funding looms as a realistic barrier to specifying minimum special needs services.

The second consideration relates to the type of services to be provided to post-secondary students at Minnesota's AVTIs. The type of special needs services offered by an AVTI should be unique and not offered by any other department currently providing vocational-technical training programs or educational support services. It is contended that special needs students will have a limited probability of succeeding in a vocational-technical training program unless additional services are provided which currently are not provided by the AVTI.

The implications of identifying special needs support services relate to the number of students at a specific institution, the type and amount of staff required to provide the services, the financial requirements to conduct the special needs program at a post-secondary school, and other miscellaneous factors (e.g., facilities, equipment, instructional materials/methodologies, organizational structure, etc.). These factors constitute the third consideration

in specifying minimum support services for special needs students.

3.2 Procedures

Recognizing that the above considerations will complicate and potentially prevent the identification of minimum special needs services, a multi-tiered approach became necessary. This multi-tiered procedure began with the specification of existing services and culminated in a matrix of special needs services by size of institution.

Basically, the type of services which were currently being provided by the AVTIs were identified and rated as to their importance. Second other potential and unique services were listed that currently were not being provided by other departments within AVTIs. These additional services were also rated as to their importance (i.e., required by special needs students in order to succeed in a post-secondary vocational-technical education program). A significant assumption in rating the importance of the special needs services was that students would have access to every service even if a specific service was not provided directly by the AVTI. For example, an AVTI may not operate an "assessment center" but students could be referred to a vocational assessment center for diagnostic and prescriptive assessment. This implies that every AVTI will provide referral services at a minimum. The student "accessibility to services" assumption was extremely significant in establishing a "floor" for special needs services regardless of institutional size. (See the Special Needs Service Matrix, items 1 - 8, following.)

A variety of data bases were explored to develop a sense of economic reality in providing special needs services by institutions of varying student populations. (Of course, an over-riding factor in considering providing special

needs services is "economy of scale.") Student demographic and biographic characteristics were reviewed to determine frequency of need for a specialized student support service. AVTI budget allocations versus expenditure patterns and staffing structures were reviewed to appreciate the interrelationships of planned versus actual expenditures and staff utilization for special needs and related support services.

3.3 Special Needs Service Matrix

The data bases outlined above, i.e., student characteristics, geographic proximity of available special needs services, budgets, expenditures, staffing, planned but unfunded AVTI programs, and state-level objectives were reviewed. The importance ratings were then used to suggest the minimum special needs services that could be offered by size of institution. For example, the service of "pre-vocational instruction" was rated essential (with a 3.71 mean rating by 36 individuals using the following rating scale: 3.50 - 4.00 = Essential; 2.5 - 3.49 = Very Important; 1.50 - 2.49 = Important; 0.50 - 1.49 = Desirable; and Less than 0.49 = Unimportant). However, AVTIs of less than 451 average daily membership (ADM) appeared not to have a need for such a special need service. If "pre-vocational instruction" was needed by one or more students in an AVTI of 450 ADMs or less, the need was never addressed or documented by an AVTI on an annual request basis, indicating a low priority need in institutions of less than 451 ADMs. Virtually every special needs service listed in the Special Needs Service Matrix, following, was analyzed to identify the level (institutional size) of service needed by either a) student self-identification--"tickler" notice on the Special Needs Analytical Profile (SNAP) form, b) budget request, c) state-level objective, d) staff time allocation on SNAP data, e) nearest available service on a potential cooperative arrangement,

SPECIAL NEEDS SERVICE MATRIX

TYPE OF SERVICE	Size of Institution: Average Daily Membership (ADM) 250-450	451-900	901-1350	1351-1800	1801-2250	2251-2700	2701-3350	RECOMMENDATIONS/COMMENTS
1. Assessment/Awareness 2. Curriculum Restructuring 3. Coordination/Supervision 4. Technical Tutoring 5. Remedial Reading 6. Remedial Math 7. Advisory Committee 8. Referral Services	↑↓	↑↓	↑↓	↑↓	↑↓	↑↓	↑↓	Suggested Expenditures: $32,000 per 350 ADMs Staffing Structure: 1.0 FTE Professional 0.5 FTE Para-Professional or Technical 0.2 FTE Clerical Assumes that students can be served in each of the eight services.
9. Personal Support Services 10. Pre-Vocational Instruction 11. Affiliation with Day Care Center 12. Affiliation with Displaced Homemaker Services		↑↓	↑↓	↑↓	↑↓	↑↓	↑↓	Suggested Expenditure: $6,000 - $16,000 per ADMs
13. Support Group Services 14. Curriculum Development 15. Instructional Support Services 16. Student Advocate 17. Operation of Vocational Planning and Assessment Center			↑↓	↑↓	↑↓	↑↓	↑↓	Suggested Expenditure: $10,000+ per 350 ADMs
18. Job Seeking Skills 19. Job Retention Skills 20. Interpreter for the Deaf 21. English as a Second Language				↑↓	↑↓	↑↓	↑↓	Suggested Expenditure: $14,000+ per 350 ADMs
22. Study Skills Development 23. Job Placement Services 24. Refugee Program Services 25. Advisory Services 26. Bilingual Vocational Training					↑↓	↑↓	↑↓	Suggested Expenditure: Unspecified
27. Conducting Parolee Services 28. Transportation Services 29. Conduct Displaced Homemaker Services						↑↓	↑↓	Suggested Expenditure: Unspecified
30. Operation of Day Care Center 31. Job Development Services 32. Others?							↑↓	Suggested Expenditure: Unspecified

f) financial expenditure as per annual finance report.

Another issue associated with the minimum special needs services is the cost of providing these services as related to the type and amount of staff required. As illustrated in Special Needs Service Matrix, it is estimated that, to provide the first eight services per 350 ADMs, the cost would be approximately $32,000. The staffing structure could be 1.7 full-time equivalents (FTE) with 1.0 FTE professional, 0.5 FTE para-professional or technical, and 0.2 FTE clerical staff. Of course, the costs and staffing structure are assumed to be at the maintenance level and do not include start-up or improvement of services costs or staffing structure. Also, these costs assume no major equipment purchases or physical facility expenditures, and it is assumed that approximately 16 students would be served by each of the first eight special needs services.

As more services are provided by a school, the concept of "economy of scale" begins to have impact. For example, the next four services (see items 9 - 12 on the Service Matrix) can be offered in a school at a cost of about $6,000 - $16,000 per 350 ADMs depending on size of institution. Moving down the list of services, the cost estimates for providing these services become less precise. The third group of services (13 - 17) may cost at least $10,000 per 350 ADMs while the next group (services 18 - 21) may cost at least $14,000 per 350 ADMs. To illustrate, an AVTI with 1400 ADMs could provide the first 21 services for a minimum of $248,000 on an annual maintenance basis.

4.0 PROCEDURES: REQUEST FOR PROPOSALS

This section of the Final Report discusses the procedures utilized in the preparation of proposals for special needs set-aside funds. Procedures were

selected that are already utilized in the AVTI as a part of ongoing processes so as to minimize the burden of developing the proposal for the responsible individuals. Sub-sections are as follows: Funding Process/Timelines (4.1); Program Budget/Financial Reports (4.2); Criteria for Awarding Grants (4.3); Self-Evaluation Process (4.4); and Compliance Monitoring (4.5).

4.1 Funding Process/Timelines

The funding process begins with the funding application developed by the AVTI. The application is reviewed by the State Department of Education, and points are awarded according to specifically defined State and Federal Criteria. The percentage of these points along with the AVTI's percentage of the State total of handicapped and disadvantaged students are directly translated into funding allocations. The resulting programs and efforts are reported to the State Department of Education as a part of Program Budget/Financial Reporting. A time period of approximately two and one-half years is required from the distribution of information to the AVTI regarding the Federal Funds available to the final evaluation based upon Annual Reports. (Figures 1 and 2 in Section 7.0, Federal Funding, filed supplemental to the report, summarize the funding process and the required timelines.)

4.2 Program Budget/Financial Reports

Annually, AVTIs are required to complete a series of budget/financial reports. The major reports are: Post-Secondary Vocational Program Budget/ Financial Report (ED-01288-04), Post-Secondary Vocational Program Budget Recap (All Instruction) and Post-Secondary Vocational Program Budget Recap (All Support Services) (ED-00395-03, pages 1 and 2), and the AVTI Budget Request: Summary of Revenue and Income. (Please see Exhibit 6.4 for copies of the four reports.)

Complete instructions are provided by the State Department of Education regarding the completion of the above-mentioned reports. Instructions for the Post-Secondary Vocational Program Budget/Financial Report indicate a separate sheet must be submitted for each program area, for all related programs, for all regular special needs activities, and for each of twelve (12) Support Service categories. Specific definitions of the Support Service categories are included. In addition, explanation is provided for the twenty-six (26) items included in the "Object Description" column.

Post Secondary Vocational Program Budget Recap (All Instruction) summarizes all instructional sheets, while Post Secondary Program Budget Recap (All Support Services) summarizes all support services, related, and special needs program sheets. Finally, the AVTI Budget Request: Summary of Revenues and Income summarizes all revenue, both that reported on Instructional or Support Service program sheets as well as additional revenues not reported on those sheets.

4.3 Criteria for Awarding Grants

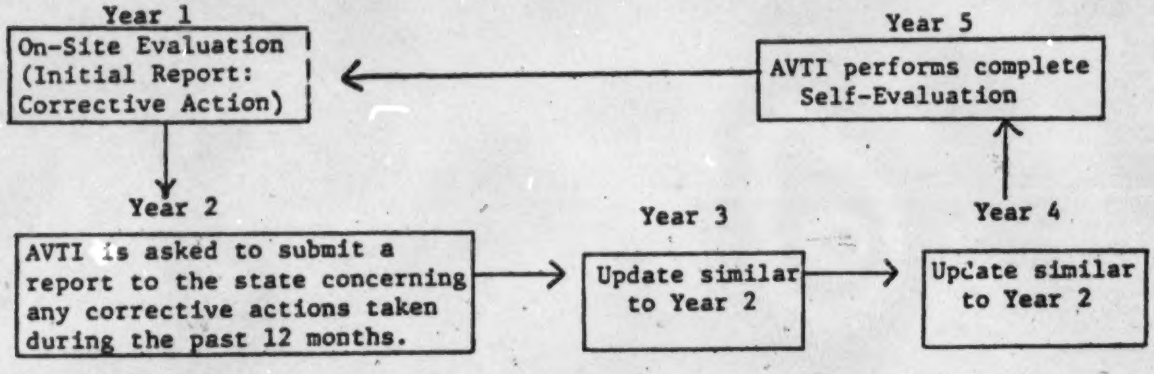
As discussed in previous sections of this report, a new system to distribute Federal special needs set-asides was developed as a result of this project. The development of the new system was based upon: a review of the literature; review of past practices; input from the Advisory Committee; the limitations of available data; the letter and intent of P.L. 94-482; and finally review of the proposed system by personnel of the Program Finance Branch of the U.S. Department of Education.

Section 7.0, Federal Funding, filed supplemental to this report, contains all pertinent information regarding the new system. Major items included are:

rationale; Federal Funding Formula background; and the Post Secondary Formula with associated criteria definitions, data sources, examples of affluent and depressed OERs, and proposed distribution of points and dollars.

4.4 Self-Evaluation Process

In order continually to improve and upgrade vocational education programs, all AVTIs participate in an ongoing evaluation process that is repeated on a five-year basis. The following diagram describes the five-year evaluation process.


Year 1
On-Site Evaluation (Initial Report: Corrective Action)
Year 5
AVTI performs complete Self-Evaluation
Year 2
AVTI is asked to submit a report to the state concerning any corrective actions taken during the past 12 months.
Year 3
Update similar to Year 2
Year 4
Update similar to Year 2

During Year Five the AVTI performs an indepth Self-Evaluation, which, in turn, provides useful information and documentation for the On-Site Evaluation Team.

As part of the self-evaluation effort, the special needs personnel have developed seven (7) self-evaluation instruments. The titles of those instruments and a brief description of the data elements of each follows:

1) Special Needs Administration Evaluation Form -- numbers of staff, services available, intake procedures, instructional materials, special needs facilities, and placement and follow-up.
2) Special Needs Assessment Center Form -- numbers of students served

(both high school and post high school), length of evaluation program, follow-up results of evaluation program completers, and facilities.

3) Special Needs Remedial Reading Evaluation Form -- availability, teacher licenses, teacher/student ratio, assessment, and instructional materials.

4) Special Needs Remedial Math Evaluation Form -- availability, teacher licenses, teacher/student ratio, assessment, and instructional materials.

5) Interpreter for the Deaf Evaluation -- similar categories to the above with the addition of Advisory Committee, number of students served per year, written goals and objectives, placement and follow-up, and administrative services.

6) English as a Second Language Evaluation -- similar categories to the above with the addition of Advisory Committee, number of students served per year, written goals and objectives, placement and follow-up, and administrative services.

7. Bilingual Vocational Education Advisory Services Evaluation Form -- general information, identification of function and service, identification of students needing support service, social involvement of minority students, and support programs for special needs students.

In addition, numbers 1 - 4 and 7 above ask for comments regarding critical issues and recommendations, and general observations.

4.5 Compliance Monitoring

The Vocational Special Needs Unit of the Minnesota State Department of Education has developed instrumentation to monitor compliance within the Area

Vocational-Technical Institutes. That instrument, the Special Needs Analytical Profile (SNAP), ED-01551-01, must be completed semi-annually for each special needs student. (See Exhibit 6.5 for sample and accompanying instructions.) Information collected by this instrument includes: program, date, referral source, assessment recommendation, special needs classification, instructional setting, and hours of service.

5.0 RECOMMENDATIONS FOR SHORT- AND LONG-TERM PLANNING

A number of recommendations are offered by the Project Consultant for consideration by the Division of Vocational-Technical Education for its short-range (one-year) and long-range (three to five years) planning. The Project Consultant found evidence of many major strengths as well as some areas needing further review and discussion, relating to a funding process to distribute Federal vocational education set-aside dollars in Minnesota according to P.L. 94-482. The recommendations which follow have resulted from the project performance and reflect many of the suggestions made by personnel both within and beyond the Division of Vocational-Technical Education:

1) Request that all interested personnel (both within the Division of Vocational Education and beyond) review this report, including its associated products, thoroughly;
2) Plan to discuss the project results within appropriate sections of the Vocational-Technical Division, with the Assistant Commissioner and Division Managers, as well as with the Post-Secondary Directors within the State of Minnesota;
3) Identify change strategies which need priority attention and define

a time schedule for their accomplishment according to both one-year and five-year planning within the Division of Vocational Education.

4) Seek and adopt more extensive and clear lines of communication, related to Federal funding distribution, with the Federal Establishment, with Minnesota AVTIs (OERs) and within the Division of Vocational-Technical Education/Minnesota State Department of Education.

5) Consider collecting/storing/processing the data utilized in the funding formulas in electronic data processing/machine readable formats.

6) Consider the utilization of an advisory committee (similar to the Ad Hoc Special Needs Committee) to perfrom a periodic review of the funding process to distribute Federal vocational education dollars in Minnesota.

7) Consider the utilization of both internal and external committee(s) in the review of Annual Applications for Federal vocational education dollars, as part of the OER application review process.

8) Designate the operational services section and its manager as the recipient of annual applications, and as the Divisional staff coordination unit for processing annual applications in cooperation with the Manager and Supervisors in Post-Secondary Programs.

9) Consider expansion of the OER definition to include other (potential) eligible recipients in Minnesota.

10) Continue to recognize the need for the AVTIs (OERs) to be made more aware of the amounts and purposes of Federal dollar distribution as well as to know how and why Federal dollars are allocated. Consider providing a series of one-day seminars/workshops for OER personnel who are responsible for the preparation of Annual Applications.

11) Develop a structured strategy for aggregating local plans for vocational education for state-level planning in Minnesota Vocational Education.

12) Consider a study to develop an empirically-derived data base for specifying the minimum special needs services that should be offered by AVTIs.

6.0 EXHIBITS

6.1 Ad Hoc Special Needs Advisory Committee

6.2 State Criteria (Optional)

6.3 Model Guidelines for Annual Application

6.4 Budget/Financial Reports

6.5 Special Needs Analytical Profile

EXHIBIT 6.1

AD HOC SPECIAL NEEDS COMMITTEE

AVTIs

Howard Anderson (612-629-6764)
Supervisor, Special Needs
Pine Technical Institute
Pine City, MN 55063

Debbie Drinkard (218-751-4137)
Special Needs Unit
Bemidji AVTI
Roosevelt and Grant
Bemidji, MN 56601

Dwight Hyle (612-629-6764)
Assistant Director
Pine Technical Institute
Pine City, MN 55063

Garey Lunn (507-847-3320)
Jackson AVTI
401 West Street
Jackson, MN 56143

George Munsey (370-9400)
Minneapolis Fact Center - AVTI
1101 Third Avenue South
Minneapolis, MN 55404

Gen Rockwood (218-722-2801)
Duluth AVTI
2101 Trinity Road
Duluth, MN 55811

Josephine Reed-Taylor (770-2351)
#916 AVTI
3300 Century Avenue North
White Bear Lake, MN 55110

STATE DEPARTMENT OF EDUCATION

Lynda Rago, Acting Supervisor
Refugee Programs
Division of Vocational-Technical Education
Capitol Square Building, Fifth Floor
550 Cedar Street
St. Paul, MN 55101 (296-5707)

Jerry Guevara, Supervisor
Bilingual and Minority Vocational Education
Division of Vocational-Technical Education
Capitol Square Building, Fifth Floor
550 Cedar Street
St. Paul, MN 55101 (296-5707)

Donna Boben, Sex Equity Specialist
Division of Vocational-Technical Education
Capitol Square Building - Fifth Floor
550 Cedar Street
St. Paul, MN 55101 (296-1866)

Lloyd Petri, Supervisor
Vocational Education for the Handicapped
Capitol Square Building - Fifth Floor
550 Cedar Street
St. Paul, MN 55101 (296-5707)

EXHIBIT 6.2

STATE CRITERIA (OPTIONAL)

Labor Force Participation Rate (LEA)

Per Capita Income (LEA)

Students Receiving Financial Aid (OER)

Title I Students (LEA)

Type of Program (LEA and OER)

Average Annual Cost Per FTE Instructor (LEA and OER)

Student Dropout Rate (LEA and OER)

Average Age of Student (OER)

Specification of Non-Served Student Pool (LEA and OER)

State Appropriation Per ADM (LEA and OER)

Number of Part-time Students (OER)

Valuation of Equipment and/or Plant Per ADM (LEA and OER)

EHXIBIT 6.3

MODEL GUIDELINES FOR

ANNUAL APPLICATION

TO CONDUCT VOCATIONAL-TECHNICAL EDUCATION PROGRAMS AT THE SECONDARY AND POST-SECONDARY LEVELS FOR FY 1983 UNDER PUBLIC LAW 94-482

Submitted To:

Dr. Melvin E. Johnson, Manager
Operational Services Section
Division of Vocational-Technical Education
Minnesota State Department of Education
Capitol Square Building, Fifth Floor
550 Cedar Street
Saint Paul, Minnesota 55101

Submitted By:

Contact Person at Local Education Agency (LEA)
or Other Eligible Recipient (OER)
Other Eligible Recipient, District No. 000-00
9999 Response Street
Vocational Community, Minnesota 55000

January 1, 1982

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1.0 BASE INFORMATION

Section A: (Complete by Local School Personnel)

1. School Name: _____

   a. School District Number: _____

   b. County Name and Code Number: _____

2. Level of Program

   a. Check One:

   ☐ Secondary

   ☐ Post-Secondary

   b. Does this application include request for funds for adult vocational education?

   ☐ Yes

   ☐ No

3. Do these programs provide opportunity for training for non-traditional career patterns of males and females?

   ☐ Yes ☐ No ☐ Partial

4. Has your "sex equity plan" been approved by the Minnesota Division of Vocational-Technical Education?

   ☐ Yes ☐ No ☐ Unknown

5. Name of Vocational Administrator: _____

   Signature: _____

Section B: (Complete by SDE Personnel)

1. Are the proposed programs and efforts consistent with priorities specified in the current State Plan for Vocational Education?

   ☐ Yes ☐ No ☐ Partial

   If partial, please document where and why it is inconsistent with the State Vocational Education priorities and attach your written comments to this sheet.

2. Criteria and weighted point range for awarding Federal Vocational Education funds.

Post-Secondary (OER)		Secondary (LEA)	
a. High Unemployment Rate	(2-20) = _____	a. High Unemployment Rate	(1-10) = _____
b. New Programs	(0-20) = _____	b. Inability to Provide Services	(1-10) = _____
c. High Cost Students	(0-60) = _____	c. New Programs	(0-20) = _____
d. Student Dropout Rate	(1-10) = _____	d. Low Income Families	(4-40) = _____
e. Average Age of Completers	(1-10) = _____	e. Relative Financial Ability	(4-40) = _____
f. Non-Served Students	(0-20) = _____	f. Labor Force Participation Rate	(0-10) = _____
g. Part-Time Students	(0-10) = _____	g. Non-Served Students	(2-20) = _____
TOTAL POINTS	(4-150) = _____	TOTAL POINTS	(11-150) = _____

3. Federal Vocational Education Funds Awarded $_____

Section 120 (Basic Grant) . . . . . $_____

Basic Grant $_____

Special Needs $_____

Section 130 (Program Improvement and Supportive Services) . . . . . $_____

Section 140 (Special Programs for Disadvantaged) . . . . . $_____

Section 150 (Consumer and Homemaking Education) . . . . . $_____

Comments: _____

_____

_____

4. Minnesota State Department of Education/Division of Vocational-Technical Education Approvals

. Section Approvals

a. Adult _____

b. Operational Services _____

c. Post-Secondary _____

d. Secondary _____

e. Support Services _____

. Authorized SDE Name: _____

. Approval Signature: _____

2.0 INTRODUCTION

(The "Introduction" should essentially address four items. First, it should indicate the areas for which you are requesting funds--the areas should coincide with the priorities specified by the State Plan for Vocational Education. Second, you should identify those areas which have had special federal vocational funding in the past, such as the Vocational Advisor Project under Section 140. Third, highlight any new efforts and/or new instructional programs. For example, the following program and projects would be listed if your institution was requesting their initiation for fiscal year 1983:

Silver Smith Program - Section 120
Utility Regulation Program - Section 120
Energy Education Program - Section 120

Parenting Education Project - Section 150, Adult Education

Finally, the fourth item would acknowledge local, state and other individuals or agencies who provided input in developing the annual application.)

3.0 ASSURANCES

(The annual application must contain four assurances as specified in Section 104.141(f)(4). These assurances would probably be applicable to each program or project contained in the annual application. The annual application must:

1. Be developed with representatives of education and training resources and the local advisory committee.

   Explanation: Each program and project contained in the application must be developed cooperatively with local institutional staff, state level

personnel, local advisory committees, and other significant individuals or agencies. This requirement is mandated in the State Plan for Vocational Education; therefore, it should already be completed for all ongoing programs and projects.

2. Describe vocational education needs, how programs will meet these needs and the use of the evaluation results in program development.

   Explanation: For all ongoing programs, you have met this requirement in your new program proposals at the time they were submitted to the Minnesota Vocational-Technical Division. Of course, for any new program or effort you need to address this requirement.

3. Describe how the activities proposed in the application relate to CETA programs in the area conducted by a prime sponsor.

   Explanation: In most cases, vocational institutions cooperate with local prime sponsors and that cooperative effort (e.g., the non-financial agreement) should be referenced.

4. Describe the relationship between vocational education programs proposed to be conducted with Federal funds under P.L. 94-482 and other programs in the geographic area or community which are supported by state and local funds.

   Explanation: Since vocational programs are approved at the state level, duplication and needless competition is virtually eliminated. The State Plan for Vocational Education should be referenced for this item.

In summary, for these four assurances, the State Vocational Division and the State Plan for Vocational Education should be referenced. The Minnesota Vocational-Technical Division should have all the information to comply with these assurances except where a program or project is new or in the case of a

special effort(s). For the exceptions cited, you should address the four assurances under the part of this annual application where the new efforts and projects are described.)

4.0 NON-SERVED STUDENT GROUP(S)

In each of the Annual Application items which follow, non-served student group(s) should be identified and described, in narrative form, providing the following information:

1. Documentation regarding identified population(s);
2. Specific services to be provided; and
3. Reasons for failure to serve this population(s) thus far.

5.0 SECTION 120 (BASIC GRANT)

Instructional Programs

(For all ongoing programs, the program budget sheets with the appropriate back-up material should be referenced. For all new programs, the new program proposal filed with the Minnesota Vocational-Technical Division should be referenced. If the new program proposal(s) has not yet been submitted to the Minnesota Vocational-Technical Division, it must be contained as part of this annual application.)

Work-Study Program

(Reference the program budget sheets and continue to do the same for each area.)

6.0 SECTION 130 (PROGRAM IMPROVEMENT AND SUPPORTIVE SERVICES)
7.0 SECTION 140 (SPECIAL PROGRAMS FOR DISADVANTAGED)
8.0 SECTION 150 (CONSUMER AND HOMEMAKING EDUCATION)

(For the remaining Sections of 130, 140 and 150, the Vocational Budget/ Financial Report (ED 01288-04) sheets should be referenced unless the project

is new for fiscal year 1983 or you want to make changes in an ongoing project. The changes need to be clearly documented in relationship to prior year submission of purpose and content. Of course, projects that have been submitted on special formats such as Adult Consumer and Homemaking projects under Section 150 will continue as before and be included as part of this application. A new project will need to address the significant items on a format developed by the appropriate Section of the Minnesota Vocational-Technical Division.)

SDE | Vocational-Technical Education, 548 Capitol Square · 550 Cedar, St. Paul, Minnesota 55101 | POST-SECONDARY VOCATIONAL PROGRAM BUDGET/FINANCIAL REPORT | ED-01288-04 38

Program Name: EXHIBIT 6.4

School Name:

County	Type	District	School	☐ INSTRUCTIONAL ☐ SUPPORT SERVICE
E. Program Code	UFARS Code	Class Hours per Day	Number of days	

OBJECT DESCRIPTION	ACTUAL 1979-80 EXPENDITURES	BUDGET REQUEST 1981-82	STATE RECOMMENDED 1981-82 BUDGET	(DUE 8-15-82) ACTUAL 1981-82
1. Licensed Salaries			•	
. Non-Licensed Salaries			•	
3. Licensed Fringe Benefits			•	
. Non-Licensed Fringe Benefits			•	
. Travel, Instructional/Administration			•	
*. Travel, Prof. Developement			•	
'. Rents & Leases				
8. Other Purchased Services			•	
. Supplies & Materials				
10. Supplies for Resale				
1. Equipment				
12. Other Capital Expenditures				
3. Student Activities				
14. Other Expenses			•	
*5. TOTAL ELIGIBLE PROGRAM EXP.			•	
.3. Sales of Supplies & Services				
17. Sale of Fixed Assets				
3. Other Revenue				
19. NET BUDGET				
). ADM				
21. Headco..nt	M / F	M / F	M / F	M / F
2. Completions				M / F
23. No. of Licensed Staff				
*. Licensed Staff F.T.E				
. No. of Non-Licensed Staff,				
26. Non-Licensed Staff F.T.E.				

VOCATIONAL ADMINISTRATOR OR SUPERINTENDENT SIGNATURE

(Budget) _____ _____ (Report)

APPROVED PENDING VALID VOCATIONAL LICENSURE AND AVAILABILITY OF FUNDS

APPROVED _____ _____

Authorized State Date

*Same as Request for Post Secondary

ED 00366-00
(F 52-12)
Page 1

POST-SECONDARY VOCATIONAL PROGRAM BUDGET RECAP
ALL INSTRUCTION (not including Related and Special Needs)

INSTITUTE _____ DATE _____

COUNTY	TYPE	DISTRICT

OBJECTS OF EXPENDITURE BY AID CATEGORY	FY 80 ACTUAL EXPENDITURE	FY 81 APPROVED BUDGET	FY 82 REQUEST	STATE OR LOCAL APPROVED BUDGET
A. EXPENDITURES ELIGIBLE FOR INSTRUCTIONAL AID				
1 Licensed Salaries				
2 Non-Licensed Salaries				
3. Licensed Fringe benefits				
4 Non-Licensed Fringe Benefits				
5. Travel-Instructional Admin.				
6 Travel-Professional Devel				
8 Purchased Services				
13 Student Activities				
14 Other Expenses				
TOTAL				
18 Other Revenue				
NET				
B EXPENDITURES ELIGIBLE FOR SUPPLY AID				
7 Rents and Leases				
9. Supplies and Materials				
10 S and M for Resale				
TOTAL				
16 Sales of Supplies/Services				
NET				
C. EXPENDITURES ELIGIBLE FOR CAPITAL EXPENDITURE AID				
11 Equipment				
12. Other Capital Expenditures				
TOTAL				
17. Sale of Fixed Assets				
NET				
D. OTHER INFORMATION				
20 ADM				
21 Headcount	M F	M F	M F	M F
22 Completions	M F	M F	M F	M F
23 No of Licensed Staff				
24 Licensed Staff FTE				
25 No of Non-Licensed Staff				
26 Non-Licensed Staff FTE				

To the State for Vocational Education St Paul Minnesota

42

I HEREBY CERTIFY THAT THE ABOVE REPORT IS TRUE AND CORRECT

_____ _____ _____

Subscribed and sworn to before me this _____ day of 19____

Notary Public _____ County, Minn. My Commission expires

POST-SECONDARY VOCATIONAL PROGRAM BUDGET RECAP
ALL SUPPORT SERVICES (Including Related and Special Needs)

INSTITUTE _____ DATE _____

COUNTY	TYPE	DISTRICT

OBJECTS OF EXPENDITURE BY AID CATEGORY	FY 80 ACTUAL EXPENDITURE	FY 81 PLANNED EXPENDITURE	FY 82 REQUEST	STATE OR LOCAL APPROVED BUDGET
A. EXPENDITURES ELIGIBLE FOR INSTRUCTIONAL AID				
1. Licensed Salaries				
2. Non-Licensed Salaries				
3. Licensed Fringe benefits				
4. Non-Licensed Fringe Benefits				
5. Travel-Instructional/Admin.				
6. Travel-Professional Devel.				
8. Purchased Services				
13. Student Activities				
14. Other Expenses				
TOTAL				
18. Other Revenue				
NET				
B. EXPENDITURES ELIGIBLE FOR SUPPLY AID				
7. Rents and Leases				
9. Supplies and Materials				
10. S and M for Resale				
TOTAL				
16. Sales of Supplies/Services				
NET				
C. EXPENDITURES ELIGIBLE FOR CAPITAL EXPENDITURE AID				
11. Equipment				
12. Other Capital Expenditures				
TOTAL				
17. Sale of Fixed Assets				
NET				
D. OTHER INFORMATION				
20. ADM				
21. Headcount	M F	M F	M F	M F
22. Completions	M F	M F	M F	M F
23. No. of Licensed Staff				
24. Licensed Staff FTE				
25. No. of Non-Licensed Staff				
26. Non-Licensed Staff FTE				

To the State for Vocational Education, St. Paul, Minnesota:

43

I HEREBY CERTIFY THAT THE ABOVE REPORT IS TRUE AND CORRECT

_____ _____ _____

Local Vocational Director Superintendent of Schools Date

Subscribed and sworn to before this _____ day of _____ 19____

_____

Notary Public _____ County, Minn. My Commission expires ____

AVTI BUDGET REQUEST: SUMMARY OF REVENUE AND INCOME

INSTITUTE _____

COUNTY	TYPE	DISTRICT

41

	ACTUAL FISCAL YEAR 1980				ESTIMATED FISCAL YEAR 1981				ESTIMATED FISCAL YEAR 1982			
	FUND 11		FUND 15		FUND 11		FUND 15		FUND 11		FUND 15	
	OPS	NPS	OPS	NPS	OPS	NPS	OPS	NPS	OPS	NPS	OPS	NPS
1. Unappropriated July 1 Balance												
11. REVENUE (excluding Debt Service)												
A. Revenue from investments												
B. Tuition and Fees												
C. Sale of supplies & material												
D. Sale of fixed assets												
E. Other Revenue												
F. CETA												
G. Special needs												
H. Federal (not flowing through SDE)												
I. State (not flowing through SDE)												
J. Foundation Aid												
K. Categorical Aid (State & Federal)												
L. Capital Expenditure Aid												
M. Instructional Aid												
N. Supply Aid												
O. Support Services Aid												
TOTAL (A-O)												

OPS = Revenue shown on instructional or Support Services program sheets.

NPS = Revenue not shown on instructional or Support Services program sheets.

To the State for Vocational Education, St. Paul, Minnesota:

44

I HEREBY CERTIFY THAT THE ABOVE REPORT IS TRUE AND CORRECT.

Local Vocational Director _____ Superintendent of Schools _____ Date _____

Subscribed and sworn to before this ___ day of _____ 19__, _____

Notary Public _____ County, Minnesota.

My Commission expires ____ 45

Minnesota State Department of Education	Vocational Special Needs Unit, Capitol Square Building, 550 Cedar St., St. Paul, Minnesota 55101	**SPECIAL NEEDS ANALYTICAL PROFILE**	ED - 01551 - 01

Directions: See Back of Card

Affix Label Here

Student Name_____

1 9 (1)

1. District (3) | 2. Check Digit (6)

3. Social Security Number (8) (11) (13)

4. Program (enter correction if label is wrong) (17)

5. Date (check one) (25)

- 1 July 80 to June 81
- 2 July 81 to June 82
- 3 July 82 to June 83
- 4 July 83 to June 84

6. Referral Source (see back of form) (26)

7. Assessment Recommendation (see back of form) (28)

8. Special Needs (number boxe(s) in order of importance for all that apply, (see back of form)

H (29) D (30) LEP (31)

H - Handicapped
D - Disadvantaged
LEP - Limited English Proficiency

9. Instructional Setting (enter number) (32)
1. Mainstream
2. Separate Program

10. Hours of Service (33-60)

	JULY	AUG	SEPT	OCT	NOV	DEC
A. Technical Tutoring						
B. Remedial Math Tutoring						
C. Remedial Reading Tutoring						
D. Job Seeking, Job Keeping Skills						
E. English as a Second Language						
F. Testing-Assessment						
G. Interpreter for the Deaf						
H. Counseling/Referral To Others						
I. Pre - Vocational						
J. Other						

10. Hours of Service (33-60)

	JAN	FEB	MAR	APRIL	MAY	JUNE
A. Technical Tutoring						
B. Remedial Math Tutoring						
C. Remedial Reading Tutoring						
D. Job Seeking, Job Keeping Skills						
E. English as a Second Language						
F. Testing-Assessment						
G. Interpreter for the Deaf						
H. Counseling/Referral To Others						
I. Pre - Vocational						
J. Other						

(Repeat Items 1-3) (Continue Item 10)

SNAP INSTRUCTIONS

1. DISTRICT NUMBER

001	Alexandria	014	Pine City	026	Bemidji
002	Austin	015	Pipestone	027	Dakota County
003	Canby	016	St. Cloud	028	Hutchinson
004	Duluth	017	Anoka	029	District 916
005	Eveleth	018	Staples	030	Rochester
006	Faribault	019	Thief River Falls	031	St. Paul
008	Granite Falls	020	Wadena	032	Suburban Hennepin South
009	Hibbing	021	Willmar	033	Red Wing
010	Jackson	022	Winona	034	East Grand Forks
011	Mankato	023	Brainerd	035	Suburban Hennepin North
012	Minneapolis	024	Detroit Lakes		
013	Moorhead	025	Albert Lea		

2. CHECK DIGIT - Enter from Termination Report Form (ED - 01335) if available, otherwise leave blank.

3. STUDENT SOCIAL SECURITY NUMBER - Use labels when possible.

4. PROGRAM - To be used only if the OE course code on the label is incorrect or if no label is available.

5. DATE - Check year when service was delivered.

6. REFERRAL SOURCE - Enter one number from the list below:

01	DVR (Division of Vocational Rehabilitation)	12	TMR Center
02	High School	13	CETA (Comprehensive Employment and Training Act)
03	AVTI Program Instructor	14	Community Corrections
04	Self	15	Corrections (other)
05	Drug Rehabilitation Center	16	Counselors
06	Veterans Administration	17	Minnesota Migrant Council
07	Welfare Department	18	Vocational Advisors
08	Department of Manpower Services	19	BIA (Bureau of Indian Affairs)
09	State Services for the Blind	20	Mental Health Care
10	Another AVTI	21	WIN (Work Incentive Program)
11	Insurance Companies	22	Veterans Rehabilitation
		23	Private Agencies
		24	Other

7. ASSESSMENT RECOMMENDATION - Enter One Number From List Below (To be used for those students that have been formally assessed in an assessment center).

1. Immediate Employment	6. Re-evaluated later date
2. Sheltered Employment	7. No Specific Vocational Recommendation
3. On-The-Job Training	8. Enter Training Program
4. Work Adjustment Training	9. Enter Pre-Vocational Program
5. Continue Education	

8. SPECIAL NEEDS CLASSIFICATION - The student can be classified in more than one area. Number boxes 29-31 to reflect the priority of the student's special needs. For example, if a student's most prominent special need is limited English proficiency but the student is also handicapped, boxes 29-31 should be coded as:

See manual for classification definitions.

H [2] (29) D [ ] (30) LEP [1] (31)

9. INSTRUCTIONAL SETTING - Enter the number of the appropriate instructional setting.

10. HOURS OF SERVICE - Enter number of hours served for appropriate month and type of service.

SNAP forms for January thru June are due on July 15 and the SNAP forms for July thru December are due on January 15. Mail them to:

Special Needs Unit
Division of Vocational-Technical Education
Capitol Square Building
550 Cedar Street
St. Paul, Minnesota 55101

NOTE: Refer to the instruction manual for data privacy information and detailed instructions.

7.0 FEDERAL FUNDING

7.1 Rationale

The federal rules and regulations stipulate numerous requirements for expenditures of federal vocational funds. The following information is included to explain and detail the distribution of those federal funds anticipated for allocation to the State. These charts and the accompanying narrative should assure compliance with all components of the regulation and of the Act.

The State, in examining overall, comprehensive budgetary needs for vocational-technical education for an ensuing year, can eliminate, correct or compensate for deficiencies among or representative of eligible recipients (ERs) and other agencies according to the specified criteria of the State's federal funding formula utilizing an application process according to those criteria. Eligible recipients may have accessibility to federal funds through submission of an annual local application.

In the Five Year State Plan, FY 78, the State submitted the general application to the U.S. Commissioner of Education in compliance with 45 CFR §104 (1979) identifying the priorities designated by the twelve specific assurances and in accordance with the criteria specified in the State's Federal fund distribution criteria.

Two major procedures, 1) the federal funding formula and 2) reimbursable contractual agreements*, are used to allocate and distribute federal funds to ERs. Different criteria are applied in determining an ER's eligibility and in distributing funds depending upon which of these two procedures is being considered.

In examining the various tables in the Plan, it may not be possible to trace or reconcile monetary items from table to table since some tables include grant allocations while others include Federal funding formula allocations, or both.

The Minnesota vocational-technical data collection process has not been computerized, therefore enrollment projections and funding estimates by USDE codes were prepared manually and accuracy cannot be verified. In addition, accounting capability of the State is limited, and it is difficult to distinguish between State and local funds.

*Definitions

Reimbursable Agreements

An informal legal document used with local education agencies and institutions of higher education; and processed within the Minnesota Department of Education.

Contractual Agreement

A formal legal document used in contracting with private firms which require review and/or approval by agencies external to the Minnesota Department of Education.

Local Education Agency (LEA)

Local education agencies (school districts) offering secondary vocational education.

Other Eligible Recipient (OER)

Area Vocational-Technical Institutes offering post-secondary and adult vocational education.

Eligible Recipient (ER)

Refers to either or both Local Education Agency (LEA) and Other Eligible Recipient (OER).

7.2 Federal Funding Formula (Background)

7.2.1 Introduction

In the Five Year State Plan, FY 78, the State submitted the general application to the U.S. Commissioner of Education in compliance with 45 CFR §104 (1979) identifying the priorities designated by the twelve specific assurances and in accordance with the criteria specified in the State's federal funding formula. The SBE, in compliance with regulation, developed a federal funding formula and selected certain criteria discussed in the following pages.

The federal funding formula is designed to help the State's vocationally approved occupational training programs meet labor demand resulting from employment expansion, produce skilled workers in areas of high labor turnover and meet the training needs of a higher percentage of the total labor market. All ERs are potential recipients for federal vocational funds to use to improve their vocational programs. ERs which offer reimbursable vocational education programs will be considered in the distribution of funds.

ERs must submit pertinent information regarding FY 83 federal funding formula distribution criteria. In previous years, the Minnesota State Plan for Vocational-Technical Education used a two-step process for federal fund distribution. This year, FY 83, a one-step process which is as equitable as the former two-step process, will be used. This distribution process is intended to help vocational education meet the needs of all population groups throughout the State.

7.2.2 General Intent of Federal Law

It may be prudent to describe the intent of Federal Law regarding Sections 120, 130, 140 and 150. The basic intent was to increase the amount of

state and local dollars available for vocational education, to supplement efforts currently in progress, and to fund new efforts. Conceptually, P.L. 94-482 was designed to allocate funds to eligible recipients based upon: a) general indicators of economic depression, b) new programs, c) higher than average student costs pertaining to handicapped, disadvantaged and LEP students, d) relative financial ability, and e) other economic, social and demographic information. The other economic, social and demographic information is optional, state-specified criteria.

Federal funding does not determine specific educational activities or services. The intent of the federal law is to allocate funds to schools based upon the degree of presence or absence of the general criteria stated in "a" through "e" above. In turn, the eligible recipients should have the prerogative to determine how the Federal funds will be spent at the institutional level. How the Federal funds are to be spent relates to the type of services provided, in keeping with State priorities.

7.3 Federal Funding Distribution Procedures

The following diagrams, steps, timelines, and criteria serve to describe the procedures utilized in the distribution of federal funds.

7.3.1 Procedure Guide

The following diagram (Figure 3) provides an overview of the federal funding distribution procedure. In addition, a timeline and eleven (11) steps for the federal funding distribution procedure are provided in Figure 4.

7.3.2 Annual Applications

Annual application refers to the process which eligible recipients must complete and information which they must provide prior to the distribution of Federal Vocational Education Act (VEA) funds. Section 104.141(f)(4) specifies four assurances which must be contained in the annual application. The application must:

1. Be developed with representatives of education and training resources and the local advisory committee;

2. Describe vocational education needs, how programs will meet these needs, and the use of the evaluation results in program development;

3. Describe the relationships of proposed programs with CETA and other local employment and training programs; and

4. Describe the relationship between the proposed vocational programs and other state and local programs.

In addition, local applications will be greatly strengthened by including

Figure 3

OVERVIEW OF FEDERAL FUNDING
DISTRIBUTION PROCEDURE

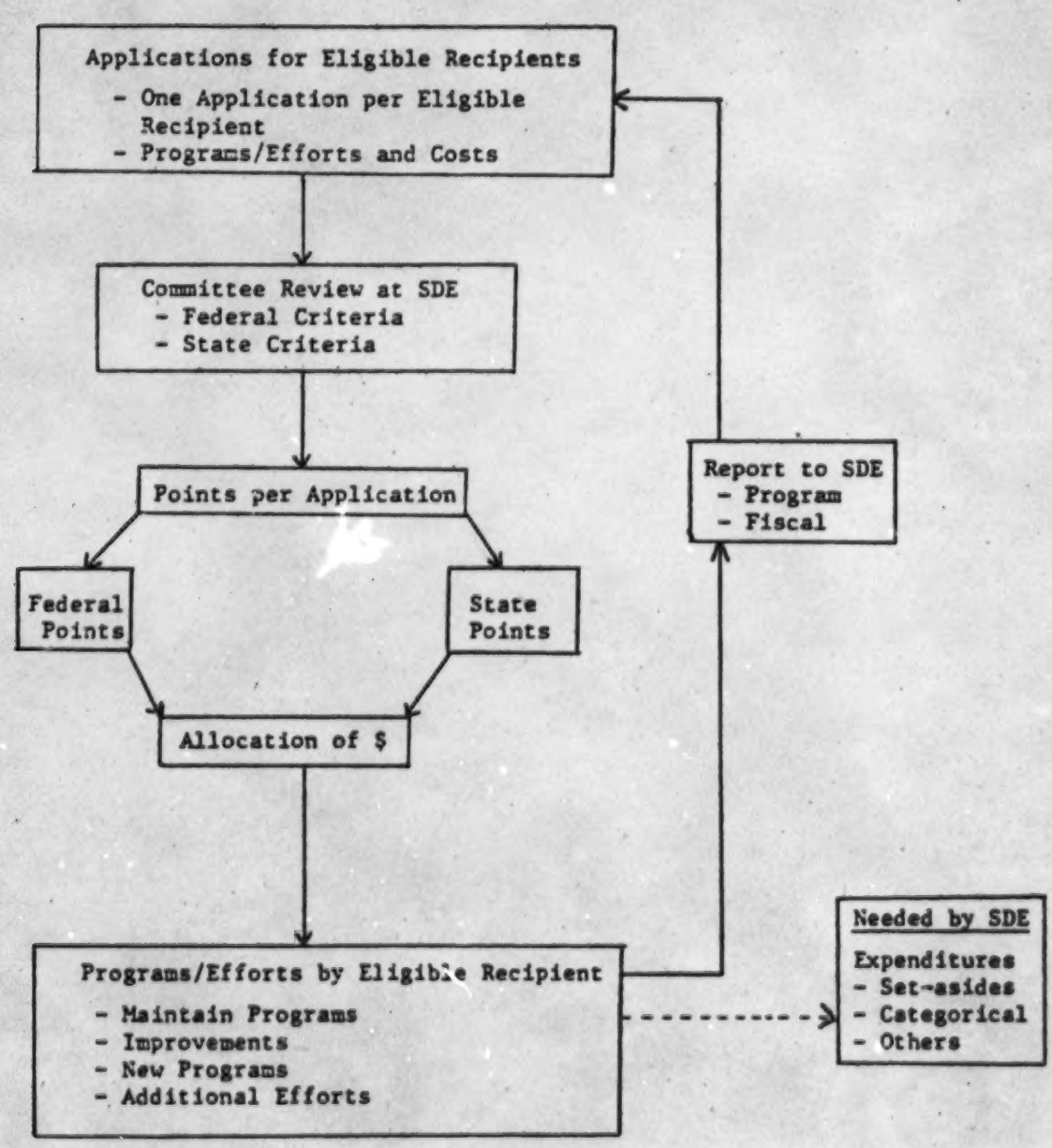

Figure 4

TIMELINE AND STEPS FOR
FEDERAL FUNDING DISTRIBUTION PROCEDURE
FY 83

Time Lines	Steps
April, 1981	Step 1: LEAs/OERs are sent a brochure describing the Federal Funds availability, request for applications, priority criteria, funding criteria, time lines, application format, areas of funding, etc.
May-August 1981	Step 2: Meetings held to answer questions and explain the process further.
September to December 1981	Step 3: LEAs/OERs compile applications.
January 1, 1982 (Post-Secondary) February 1, 1982 - (Secondary)	Step 4: Applications due at SDE.
January 15, 1982 - (Post-Secondary) February 15, 1982 - (Secondary)	Step 5: LEAs/OERs informed when applications are received.
January-March, 1982 - (Post-Secondary) February-April, 1982 - (Secondary)	Step 6: Applications reviewed.
March 15, 1982 - (Post-Secondary) April 30, 1932 - (Secondary)	Step 7: LEAs/OERs informed of approval and funding level.
September 15, 1982	Step 8: Compliance monitoring schedule sent to LEAs/OERs (Criteria).
October 15, 1982	Step 9: Partial payment of funds to LEAs/OERs.
August 15, 1983	Step 10: Annual Reports due at SDE.
November 15, 1983	Step 11: LEAs/OERs informed of "evaluation" based on Annual Reports.

suggested (optional) items which add detail to 104.141(f)(4)(B) such as:

1. The number of vocational students who will benefit from the proposed programs (not total enrollment);

2. The instructional costs;

3. Justification for maintaining existing programs and justification for new programs using Federal funds;

4. Start-up costs for new programs and continuation costs for maintaining other programs;

5. Additional equipment and/or facilities required;

6. Instructional program objectives, including course content, clock hours, credits, and level of occupational skills to be attained;

7. Relationship of proposed programs to employment needs of the service area, and a description of how the programs meet the needs of special populations (based on National, regional, state or local needs);

8. Availability and quality of the instructional staff;

9. Planned supervision and evaluation of the proposed program; and

10. The articulation of the proposed programs to the various levels of similar programs in the service area.

7.3.3 Summary of Formula Criteria and Weighted Point Values

The following table summarizes the criteria as applicable to secondary (LEAs) and post-secondary/adult (OERs) and the accompanying point range. Criteria for LEAs and OERs are the same with sub-criteria differing by institutional classification.

Criteria	LEA (Secondary)	Point Range	OER (Post Secondary/Adult)	Point Range
Economically Depressed Areas				
. High Unemployment	X	1-10	X	2-20
. Inability to Provide Resources	X	1-10	--	--
New Programs				
. Program Cost	X	0-10	X	0-10
. Number of Programs	X	0-10	X	0-10

(Continued on next page)

Criteria	LEA (Secondary)	Point Range	OER (Post Secondary/Adult)	Point Range
Concentration of Low Income Families/High Cost Students	X	4-40	X	0-60
Relative Financial Ability	X	4-40	--	--
Student Dropout Rate	--	--	X	1-10
Average Age of Completers	--	--	X	1-10
Non-Served Student Groups	X	0-20	X	0-20
Part-time Students	--	--	X	0-10
Labor Force Participation Rate	X	1-10	--	--
TOTAL		11-150		4-150

7.4 Post Secondary Formula (OER)

Sub-sections 7.4.1 and 7.4.2 following, provide a definition of the criteria as well as criteria/explanation and data sources. In addition, sub-section 7.4.3 provides the formula for OERs, while sub-section 7.4.4 includes an example of an affluent and a depressed OER, and sub-section 7.4.5 presents the proposed distribution of points and dollars.

7.4.1 Definition of Criteria

The following are the defined criteria according to federal priority and allocation, and state allocation.

I. Priority: Federal

A. Economically Depressed Areas:
Economically depressed areas are those Economic Development Regions (EDRs, of which there are a total of thirteen) identified as having high unemployment rates based upon an annual average. Since employment figures are available by county only, aggregate labor force and unemployment figures must be calculated for each region to establish the annual unemployment rate for the Economic Development Region. Unemployment rate for each EDR is then determined by dividing the aggregate number of unemployed by the aggregate labor force. OERs are awarded points based upon the Economic Development Region in which they are located.

B. New Programs:

New programs are defined as six digit U.S. Department of Education Instructional Program Code programs that are new to the school. Program proposals which are new to the school are prepared by the OER for review and approval by the local program

advisory committee. The reviewed proposal is referred to the appropriate state supervisor and processed through the appropriate personnel within the Vocational-Technical Division of the State Department of Education. Approved program proposals are referred to the Higher Education Coordinating Board (HECB). HECB forwards the document to the Curriculum Advisory Committee for discussion and advice. The Curriculum Advisory Committee and the HECB staff advises the Higher Education Coordinating Board regarding the proposed program according to the following criteria:

1) need
2) duplication
3) mission of the institution
4) cost/benefit

The HECB reviews the proposed program, makes a recommendation, and transmits the results to the Division of Vocational-Technical Education.

II. Allocation: Federal

A. Students with Higher than Average Costs:

Students with higher than average costs include all handicapped, disadvantaged, and limited English proficiency (LEP) students identified according to Federal definitions as reported in the Federal Register. They are as follows:

Handicapped* refers to a person who is:

1) mentally retarded
2) hard of hearing
3) deaf
4) speech impaired
5) visually handicapped
6) seriously emotionally disturbed
7) orthopedically impaired
8) other health impaired
9) specific learning disability
10) deaf/blind
11) multihandicapped

For reporting purposes at the post-secondary level, a handicapped person is someone who has a physical or mental impairment.

Limited English Proficiency refers to any member of a national origin minority who does not speak and understand the English language in an instructional setting well enough to benefit from vocational studies to the same extent as a student whose primary language is English. Some examples of national origin minorities are persons of Spanish, Chinese or Italian heritage. The chief

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* See Federal Register, Vol. 42, No. 163, August 23, 1977 for definitions of conditions.

administrative official shall determine the method and the staff persons responsible for making the identification. Operationally, for example, enrollment in English as a second language could be used as a proxy here.

Disadvantaged means persons (other than handicapped) who meet the following definitions:

"Economically disadvantaged" refers to any of the following:

1) Family income is at or below national poverty level;

2) Participant, or parent(s) or guardian of the participant is unemployed;

3) Participant, or parent of participant, is recipient of public assistance;

4) Participant is institutionalized or under State guardianship.

Operationally, economic disadvantage can be determined by reporting students who are participating in BEOG's or similar financial aid or work-study program.

"Academically disadvantaged" refers to persons who:

1) Lack reading and writing skills;

2) Lack mathematical skills; or

3) Perform below grade level.

Operationally, academic disadvantage can be determined by reporting students enrolled in remedial instruction or on academic probation.

III. Allocation: State

A. Student Dropout Rate:

Student dropout rate is defined as the annual average number of students who drop a 6 digit U.S. Department of Education Instructional Program Code program and fail to reenter in fifteen (15) days.

B. Average Enrollment Age of Program Completers:

The average enrollment age of program completers is defined as the average age of program completers at the time they initially enrolled in the program.

C. Non-Served Student Groups:

Non-served student groups are defined as identifiable groups of students or potential students that are presently inadequately served by vocational education. In narrative form, the OER must provide the following information:

1) Documentation describing the identified population(s).

2) Specific services to be provided.

3) Reasons for failure to serve this population(s) thus far.

D. Part-time Students:

Part-time students are defined as those students attending an OER for any amount of time that is less than full-time.

7.4.2 Criteria/Explanation and Data Sources: Post Secondary Level

The Federal funds distribution to other eligible recipients (OERs) under the Vocational Education Act of 1976 is a one-step process. "Points are awarded to an OER under both the Priority and the Allocation sections. All OERs are funded under the proposed one-step process; hence, each AVTI is allocated funds based upon the number of points awarded.

The following are the criteria, corresponding points, and data sources for the formula:

Criteria/Explanation	Unweighted Range of Points	Data Source(s)
I. Priority: Federal		
A. Economically Depressed Areas		
High Unemployment Rate (Annualized by Economic Development Region)	1 - 10	Minnesota Department of Economic Security 390 North Robert Street St. Paul, Minnesota 55101 (Sue Hamper) (612) 296-7969 (Bruce Steuernagel) (612) 296-8716
• 4.4 - 4.8 percent = 1 point 4.9 - 5.4 percent = 2 points 5.5 - 5.9 percent = 3 points 6.0 - 6.5 percent = 4 points 6.6 - 7.0 percent = 5 points 7.1 - 7.5 percent = 6 points 7.6 - 8.1 percent = 7 points 8.2 - 8.6 percent = 8 points 8.7 - 9.2 percent = 9 points >9.2 percent = 10 points		
B. New Programs	0 - 20	Program Approval Process: 1) Division of Vocational-Technical Education 2) Curriculum Advisory Committee of the Higher Education Coordinating Board 3) Higher Education Coordinating Board Capitol Square Building 550 Cedar Street St. Paul, Minnesota 55101 (612) 296-6104
New Programs are defined as: 6 digit U.S. Department of Education Instructional Program Code programs that are new to the school.		
1) •New Program(s) Cost as a percentage of the total budget	(0-10)	
>0%-1% of total budget = 1 pt. >1%-2% of total budget = 2 pts. >2%-3% of total budget = 3 pts. >3%-4% of total budget = 4 pts. >4%-5% of total budget = 5 pts.		

(Cont.)

Criteria/Explanation	Unweighted Range of Points	Data Source(s)
>5%-6% of total budget = 6 pts. >6%-7% of total budget = 7 pts. >7%-8% of total budget = 8 pts. >8%-9% of total budget = 9 pts. >9% of total budget = 10 pts.		
2) •Number of New Programs as a percentage of all Programs.	(0-10)	
>0 -1% of all programs = 1 pt. >1%-2% of all programs = 2 pts. >2%-3% of all programs = 3 pts. >3%-4% of all programs = 4 pts. >4%-5% of all programs = 5 pts. >5%-6% of all programs = 6 pts. >6%-7% of all programs = 7 pts. >7%-8% of all programs = 8 pts. >8%-9% of all programs = 9 pts. >9% of all programs = 10 pts.		
II. <u>Allocation</u>: Federal	0 - 10	Division of Vocational-Technical Education Special Needs Program Supervisor
A. Students with higher than average costs (all handicapped, disadvantaged, LEP students, and other identified groups as appropriate; identified according to Federal definitions).		Special Need Analytical Profile (SNAP) Data
•>0 - 5% of total student body = .5 pt. 6%-10% of total student body = 1 pt. 11%-15% of total student body = 1.5 pts. 16%-20% of total student body = 2 pts. 21%-25% of total student body = 2.5 pts. 26%-30% of total student body = 3 pts. 31%-35% of total student body = 3.5 pts. 36%-40% of total student body = 4 pts. 41%-45% of total student body = 4.5 pts. 46%-50% of total student body = 5 pts. 51%-55% of total student body = 5.5 pts. 56%-60% of total student body = 6 pts. 61%-65% of total student body = 6.5 pts. 66%-70% of total student body = 7 pts. 71%-75% of total student body = 7.5 pts. 76%-80% of total student body = 8 pts. 81%-85% of total student body = 8.5 pts. 86%-90% of total student body = 9 pts. 91%-95% of total student body = 9.5 pts. 96%-100% of total student body = 10 pts.		OER submitted data for other identified groups.

Criteria/Explanation	Unweighted Range of Points	Data Source(s)
III. Allocation: State		
A. Student Dropout Rate (Establish the proportion of the average number of students per year who have dropped a 6 digit U.S. Department of Education Instructional Program Code program and failed to reenter in 15 days.) • Proportion of Dropouts to total enrollment: >0% - 10% = 2 points 11% - 20% = 4 points 21% - 30% = 6 points 31% - 40% = 8 points 41% - 50% = 10 points	1 - 10	Division of Vocational-Technical Education Post-Secondary Follow-up System
B. Average Enrollment Age of Program Completers (Establish the average enrollment age of program completers for each OER.) • Rank OERs, lowest to highest, and divide into 10 equal categories as follows: 1. Lowest average age = 1 point 2. = 2 points 3. = 3 points 4. = 4 points 5. = 5 points 6. = 6 points 7. = 7 points 8. = 8 points 9. = 9 points 10. Highest average age = 10 points	1 - 10	Division of Vocational-Technical Education Post-Secondary Follow-up System
C. Non-Served Student Groups (OER may identify a group(s) of students presently not adequately served by vocational education.) In narrative form, the OER must provide the following information: 1) Documentation describing the identified population(s). 2) Specific services to be provided. 3) Reasons for failure to serve this population(s) thus far.	0 - 10	Local OER submitted data.

Criteria/Explanation	Unweighted Range of Points	Data Source(s)
• An OER may qualify for <u>one effort</u> each time 2 of 3 conditions are met. In general, the intent of an <u>effort</u> is similar to the creation of a new service or section of an instructional program requiring at least 2 of the following three conditions: 1) Number of anticipated students is greater than or equal to 10 for instruction or greater than or equal to 1 for support services. 2) Instructor/staff increases (1) 3) Expansion of facility or facility use. 1 Effort = 2.5 points 2 Efforts = 5 points 3 Efforts = 7.5 points 4 or More Efforts = 10 points		
D. Part-Time Students (Establish the proportion of part-time students to average daily membership based on annual mean.) • Proportion of part-time to full-time students: >0% - 1% = 1 point >1% - 2% = 2 points >2% - 3% = 3 points >3% - 4% = 4 points >4% - 5% = 5 points >5% - 6% = 6 points >6% - 7% = 7 points >7% - 8% = 8 points >8% - 9% = 9 points >9% = 10 points	0 - 10	Division of Vocational-Technical Education Data from Quarterly Reports as provided by local OER.

7.4.3 OER Formula

The formula for determining the weighted raw points for an OER is as follows:

WRP = 2(EDA) + (NP1 + NP2) + 6(HCS) + SDR + ASA + 2(NSS) + PTS

or

Weighted Raw Points = 2(Economically Depressed Areas) + (New Programs 1 + New Programs 2) + 6(Higher Cost Students) + Student Dropout Rate + Average Student Age + 2(Non-Served Students) + Part-Time Students.

Weighted Raw Points for School #1

$X_{w_1}\%$ = proportion of Weighted Raw Points (WRP) in School #1 of the total WRPs in system.

$X_{A_1}\%$ = proportion of Average Daily Memberships (ADM) in School #1 of the total ADMs in system.

$$\overline{X}_1\% = \frac{(X_{w_1}\% + X_{A_1}\%)}{2}$$

Proportion of Funds Available: Federal Law or State Priority

Available Funds for Section 120B = \$120B (\$120B is Section 120 Basic Grant Dollars)
120H = \$120H (\$120H is Section 120 Handicapped Dollars)
120D = \$120D (\$120D is Section 120 Disadvantaged Dollars)
140 = \$140 (\$140 is Section 140 Disadvantaged Dollars)
150 = \$150 (\$150 is Section 150 Consumer-Homemaking Dollars)

$X_{H_1}\%$ = proportion of handicapped students in School #1 of the total handicapped students in system.

$X_{D_1}\%$ = proportion of disadvantaged students in School #1 of the total disadvantaged students in system.

$X_{140_1}\%$ = proportion of disadvantaged students in School #1 of the total disadvantaged students in system.

$X_{150_1}\%$ = proportion of "home economics" students served by School #1 of the total home economics students served in the system.

Awarding of Federal Funds

Allocations by Section

120B: $\$_1 = \overline{X}_1\%$ (\$120B)

120H: $\$_1 = \overline{X}_{H_1}\%$ (\$120H)

$$\frac{X_{w_1}\% + X_{H_1}\%}{2} = \overline{X}_{H_1}\%$$

120D: $\$_1 = \overline{X}_{D_1}\%$ (\$120D)

$$\frac{X_{w_1}\% + X_{D_1}\%}{2} = \overline{X}_{D_1}\%$$

Note: LEP proportion under 120D is equivalent to the proportion such persons age 15-24 are to the entire population of the State in the same age bracket.

140: $\$_1 = \overline{X}_{140_1}\% \ (\$140)$

$$\frac{X_{w_1}\% + X_{140_1}\%}{2} = \overline{X}_{140_1}\%$$

150: $\$_1 = \overline{X}_{150_1}\% \ (\$150)$

$$\frac{X_{w_1}\% + X_{150_1}\%}{2} = \overline{X}_{150_1}$$

Total Funds Awarded = $\$TF_1$
(for School #1)

7.4.4 Example of Affluent and Depressed OERs

In order to describe the process of awarding points and calculating the proposed federal fund distribution, the entire procedure will be applied to two OERs. The OERs selected for this illustration are Bemidji AVTI (depressed) and Moorhead AVTI (affluent).

Awarding of Points

Step 1: (EDA) Determine economically depressed areas based upon unemployment rates in 13 Economic Development Regions (EDRs) for each OER.

Bemidji (EDR2) unemployment rate = 9.7 or 10 points
(See 7.4.2)

Moorhead (EDR4) unemployment rate = 7.2 or 6 points
(See 7.4.2)

Step 2: (NP) Determine the number of new programs approved for each OER.

Bemidji had no new programs approved = 0 points

Moorhead had no new programs approved = 0 points

Step 3: (HCS) Determine the proportion of handicapped, disadvantaged, and LEP students to the total student body (average daily membership) for each OER.

Bemidji had 157 handicapped, disadvantaged, and LEP students of a total average daily membership of 425.21 (i.e. $\frac{157}{425.21} \times 100$) = 37 percent = 4 points. (See 7.4.2)

Moorhead had 157 handicapped, disadvantaged, and LEP students of a total average daily membership of 952.65 (i.e., $\frac{157}{952.65}$ x 100) = 16 percent = 2 points. (See 7.4.2)

Step 4: (SDR) Determine the proportion of the annual average number of students who dropped a 6 digit U.S. Department of Education Instructional Program Code program and failed to reenter in 15 days to the total enrollment for each OER.

Bemidji had a 23 percent dropout rate = 6 points (See 7.4.2)

Moorhead had a 22 percent dropout rate = 6 points (See 7.4.2)

Step 5: (ASA) Determine the average enrollment age of program completers for each OER.

Bemidji (average age = 21.84 years) was in the sixth group = 6 points. (See 7.4.2)

Moorhead (average age = 19.94 years) was in the second group = 2 points. (See 7.4.2)

Step 6: (NSS) Determine the number of efforts proposed by the OER to serve the needs of previously non-served student or potential student groups.

Bemidji had no efforts proposed = 0 points

Moorhead had no efforts proposed = 0 points

Step 7: (PTS) Determine the proportion of the annual average number of part-time students to the average daily membership for each OER.

Bemidji had no part-time students = 0 points

Moorhead had an average of 41.7 part-time students with an average daily membership of 952.65 (i.e., $\frac{41.7}{952.65}$ x 100) = .0438 percent = 5 points. (See 7.4.2)

Application of Formula

Step 1: Determine total weighted raw points for each OER.

$$WRP = 2(EDA) + (NP1 + NP2) + 6(HCS) + SDR + ASA + 2(NSS) + PTS$$

Bemidji = 2(10) + (0 + 0) = 6(4) + 6 + 6 + 2(0) + 0 = 56 weighted raw points

Moorhead = 2(6) + (0 + 0) + 6(2) + 6 + 2 + 2(0) + 5 = 37 weighted raw points

Step 2: Determine the total weighted raw points distributed among all OERs.

A total of 1,281 Weighted Raw Points (WRPs) were distributed among all OERs.

Step 3: Determine the proportion ($X_{w}\%$) of the total Weighted Raw Points (WRPs) for each OER.

Bemidji $X_{w_B}\% = \frac{56}{1281} = .0437158$

Moorhead $X_{w_M}\% = \frac{37}{1281} = .0288836$

Step 4: Determine the proportion ($X_A\%$) of the total Average Daily Memberships (ADMs) for each OER.

Bemidji $X_{A_B}\% = \frac{425.21}{31712.72} \left(\text{i.e. } \frac{\text{Bemidji ADM}}{\text{Total ADM}}\right) = .0134081$

Moorhead $X_{A_M}\% = \frac{952.65}{31712.72} \left(\text{i.e. } \frac{\text{Moorhead ADM}}{\text{Total ADM}}\right) = .0300399$

Step 5: Determine the mean ($\bar{X}\%$) of the proportions calculated in Steps 3 and 4 and apply the result to the funds available for the Basic Grant of Section 120 ($7,370,000)

Bemidji $\bar{X}_B\% = \frac{.0437158 + .0134081}{2} =$

.0285619 x $7,370,000 = $210,501 Basic Grant

Moorhead $\bar{X}_M\% = \frac{.0288836 + .0300399}{2} =$

.0294617 x $7,370,000 = $217,135 Basic Grant

Step 6: Determine the proportion ($X_{H+D}\%$) of the total handicapped and disadvantaged students for each OER.

Bemidji $X_{H+D_B}\% = \frac{157}{8125} \left(\text{i.e. } \frac{\text{Bemidji Handicapped \& Disadvantaged Students}}{\text{Total Handicapped \& Disadvantaged Students}}\right)$

$= .019323$

Moorhead $X_{H+D_M}\% = \frac{157}{8125} \left(\text{i.e. } \frac{\text{Moorhead Handicapped \& Disadvantaged Students}}{\text{Total Handicapped \& Disadvantaged Students}}\right)$

$= .019323$

Step 7: Determine the mean ($\bar{X}_{H+D}\%$) of the proportions calculated in Steps 3 and 6 and apply the result to the funds available in Section 120 (Handicapped and Disadvantaged) ($1,804,200)

Bemidji $\bar{X}_{H+D_B}\% = \frac{.0437158 + .019323}{2} = .0315194 \times \$1,804,200 =$ $56,867 Section 120

Moorhead $\bar{X}_{H+D_M}\% = \frac{.0288836 + .019323}{2} = .0241033 \times \$1,804,200 =$ $43,487 Section 120

Step 8: Determine the proportion ($X_{140}\%$) of the total disadvantaged students for each OER.

Bemidji $X_{140_B}\% = \frac{190}{6140}$ (i.e. $\frac{\text{Bemidji Disadvantaged Students}}{\text{Total Disadvantaged Students}}$) = .0309446

Moorhead $X_{140_M}\% = \frac{162}{6140}$ (i.e. $\frac{\text{Moorhead Disadvantaged Students}}{\text{Total Disadvantaged Students}}$) = .0263843

Step 9: Determine the mean ($\bar{X}_{140}\%$) of the proportions calculated in Steps 3 and 8 and apply the result to the funds available in Section 140 ($379,000).

Bemidji $\bar{X}_{140_B}\% = \frac{.0437158 + .0309446}{2} = .0373302 \times \$379,000 =$ $14,148 Section 140

Moorhead $\bar{X}_{140_M}\% = \frac{.0288836 + .0263343}{2} = .0276339 \times \$379,000 =$ $10,473 Section 140

Step 10: Determine the proportion ($X_{150}\%$) of the total consumer-homemaking students for each OER.

Bemidji $X_{150_B}\% = \frac{144}{72,316}$ (i.e. $\frac{\text{Bemidji Consumer-Homemaking Students}}{\text{Total Consumer-Homemaking Students}}$) = .0019775

Moorhead $X_{150_M}\% = \frac{2860}{72,816}$ (i.e. $\frac{\text{Moorhead Consumer-Homemaking Students}}{\text{Total Consumer-Homemaking Students}}$) = .039277

Step 11: Determine the mean ($\bar{X}_{150}\%$) of the proportions calculated in Steps 3 and 10 and apply the result to the funds available in Section 150 ($549,333).

Bemidji $\bar{X}_{150_B}\% = \frac{.0437158 + .0019775}{2} = .0228466 \times \$549,333 =$ $12,550 Section 150

Moorhead $\bar{X}_{150_M}\% = \frac{.0288836 + .039277}{2} = .0340803 \times \$549,333 =$ $18,721 Section 150

7.4.5 Proposed Distribution of Points and Dollars

The following tables (Table 7.4.5.1 and Table 7.4.5.2) provide complete calculations of weighted raw points and proposed dollar distributions for each OER. Table 7.4.5.1 provides the weighted raw points for unemployment rates, higher cost students, dropout rate, age of completers and part-time students. (Present calculations assume no new programs and no proposals for non-served student groups.) Table 7.4.5.2 provides the proposed federal funds distribution for Basic Grant, Handicapped and Disadvantaged (Section 120), Section 140, and Section 150.

Weighted Raw Points for OERs

ELIGIBLE RECIPIENTS		Unemployment Rate	Students with Higher Costs	Dropout Rate	Age of Completers	Part-time Students	Total
Albert Lea	#241	6	6	4	7	2	25
Alexandria	#206	12	18	4	2	1	37
Anoka	# 11	2	12	4	8	9	35
Austin	#492	6	36	4	10	7	63
Bemidji	# 31	20	24	6	6	0	56
Brainerd	#181	18	9	6	5	4	42
Canby	#891	6	12	2	1	0	21
Dakota County	#917	2	9	4	6	1	22
Detroit Lakes	# 22	12	24	6	8	1	51
Duluth	#709	20	15	6	9	3	53
East Grand Forks	#595	20	12	6	7	3	48
Eveleth	#697	20	6	6	9	1	42
Faribault	#656	6	12	6	9	1	34
Granite Falls	#894	6	27	4	3	6	46
Hibbing	#701	20	6	4	5	1	36
Hutchinson	#423	6	27	4	4	7	48
Jackson	#324	4	15	4	3	2	28
Mankato	# 77	6	9	4	5	1	25
Minneapolis	#S-1	2	33	6	9	4	54
Moorhead	#152	12	12	6	2	5	37
916	#916	2	18	4	7	5	36
Pine City	#578	14	33	4	6	10	67
Pipestone	#583	4	9	4	1	0	18
Red Wing	#256	6	6	4	10	1	27
Rochester	#535	6	12	4	5	1	28
St. Cloud	#742	12	15	4	2	1	34
St. Paul	#625	2	15	6	10	8	41
Staples	#793	18	12	4	2	1	37
Suburban Hennepin	#287	2	24	4	8	2	40
Thief River Falls	#564	20	15	6	4	1	46
Wadena	#819	18	18	4	4	0	44
Willmar	#347	6	24	4	1	2	37
Winona	#861	6	9	4	3	1	23

Total 1,281

Proposed Distributions of Federal Funds for
Vocational-Technical Education Among
Other Eligible Recipients for FY 82

ELIGIBLE RECIPIENTS		SEC 120 (Basic Grant)	SEC 120 (Handicapped-Disadvantaged)	SEC 140	SEC 150
Albert Lea	#241	$138,332	$ 23,712	$ 5,519	$ 6,009
Alexandria	#206	283,804	70,467	17,171	12,132
Anoka	# 11	309,728	65,173	14,529	12,364
Austin	#492	249,895	84,002	14,722	17,906
Bemidji	# 31	210,501	56,867	14,148	12,550
Brainerd	#181	207,139	41,346	10,410	13,260
Canby	#891	113,439	23,782	5,606	5,416
Dakota County	#917	249,513	35,922	8,656	26,361
Detroit Lakes	# 22	228,052	64,227	18,161	12,455
Duluth	#709	304,573	67,634	17,933	13,480
East Grand Forks	#595	198,371	44,905	9,662	10,364
Eveleth	#697	162,733	32,464	10,719	10,402
Faribault	#656	143,897	31,271	7,653	8,426
Granite Falls	#894	185,375	54,932	13,224	11,421
Hibbing	#701	150,618	30,015	8,135	7,983
Hutchinson	#423	204,548	60,449	12,934	14,460
Jackson	#324	147,377	34,262	6,333	8,814
Mankato	# 77	218,700	39,699	6,630	15,813
Minneapolis	#S-1	306,539	111,195	14,716	48,888
Moorhead	#152	217,135	43,487	10,473	18,721
916	#916	356,128	90,969	15,634	23,090
Pine City	#578	217,111	59,839	12,164	16,380
Pipestone	#583	106,986	20,226	4,144	5,161
Red Wing	#256	133,506	24,565	4,056	7,370
Rochester	#535	184,319	37,371	7,907	20,481
St. Cloud	#742	274,626	62,470	14,998	13,797
St. Paul	#625	415,411	88,717	14,120	51,743
Staples	#793	181,215	39,604	8,899	15,353
Suburban Hennepin	#287	498,121	168,841	25,300	65,919
Thief River Falls	#564	189,266	43,941	9,800	12,258
Wadena	#819	180,918	45,974	11,231	11,565
Willmar	#347	268,796	81,237	17,418	13,829
Winona	#861	133,328	24,635	5,995	5,162
	Total:	$7,370,000	$1,804,200	$379,000	$549,333